

## Hickory Tavern Middle

163 Neely Ferry Road  
Gray Court, SC 29645

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	345 Students	
<b>Principal</b>	Russell H. Scott	864-575-4301
<b>Superintendent</b>	Edgar C. Taylor	864-984-3568
<b>Board Chair</b>	Charlie Short	(864) 681-3664

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	31	11	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Average	Unsatisfactory	No

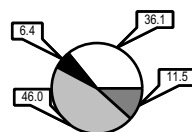
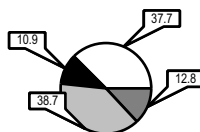
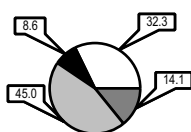
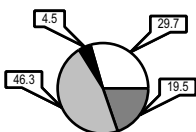
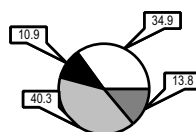
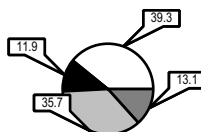
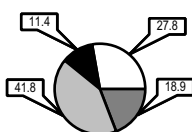
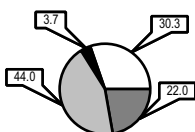
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	351	99.4	29.7	46.3	19.5	4.5	35.1	Yes	Yes
<b>Gender</b>									
Male	183	99.5	40.4	39.8	18.0	1.9	28.6		
Female	168	99.4	18.4	53.3	21.1	7.2	42.1		
<b>Racial/Ethnic Group</b>									
White	309	99.4	28.7	45.9	20.4	5.0	37.6	No	Yes
African American	35	100.0	42.9	42.9	14.3	0.0	17.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	280	99.3	17.6	52.0	24.6	5.7	43.9		
Disabled	71	100.0	72.5	26.1	1.4	0.0	4.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	351	99.4	29.7	46.3	19.5	4.5	35.1		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	346	99.4	29.8	46.0	19.7	4.5	35.6		
<b>Socio-Economic Status</b>									
Subsidized meals	176	99.4	37.6	45.9	16.6	0.0	24.2	No	Yes
Full-pay meals	175	99.4	21.8	46.8	22.4	9.0	46.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	351	99.7	32.3	45.0	14.1	8.6	34.8	Yes	Yes
<b>Gender</b>									
Male	183	100.0	31.7	42.2	15.5	10.6	41.0		
Female	168	99.4	32.9	48.0	12.5	6.6	28.3		
<b>Racial/Ethnic Group</b>									
White	309	99.7	30.1	45.5	14.7	9.7	37.6	Yes	Yes
African American	35	100.0	53.6	42.9	3.6	0.0	7.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	280	99.6	20.1	52.0	17.2	10.7	43.0		
Disabled	71	100.0	75.4	20.3	2.9	1.4	5.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	351	99.7	32.3	45.0	14.1	8.6	34.8		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	346	99.7	32.4	45.3	13.6	8.7	34.6		
<b>Socio-Economic Status</b>									
Subsidized meals	176	100.0	38.9	45.9	11.5	3.8	28.7	No	Yes
Full-pay meals	175	99.4	25.6	44.2	16.7	13.5	41.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	351	99.7	37.7	38.7	12.8	10.9	23.6
<b>Gender</b>							
Male	183	100.0	35.4	36.0	15.5	13.0	28.6
Female	168	99.4	40.1	41.4	9.9	8.6	18.4
<b>Racial/Ethnic Group</b>							
White	309	99.7	35.5	38.4	14.3	11.8	26.2
African American	35	100.0	60.7	39.3	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	280	99.6	28.3	41.8	16.0	13.9	29.9
Disabled	71	100.0	71.0	27.5	1.4	0.0	1.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	351	99.7	37.7	38.7	12.8	10.9	23.6
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	346	99.7	37.9	38.5	12.9	10.7	23.6
<b>Socio-Economic Status</b>							
Subsidized meals	176	100.0	49.7	35.7	8.9	5.7	14.6
Full-pay meals	175	99.4	25.6	41.7	16.7	16.0	32.7

<b>Social Studies</b>							
All Students	351	99.7	36.1	46.0	11.5	6.4	17.9
<b>Gender</b>							
Male	183	100.0	35.4	40.4	16.8	7.5	24.2
Female	168	99.4	36.8	52.0	5.9	5.3	11.2
<b>Racial/Ethnic Group</b>							
White	309	99.7	34.1	46.6	12.2	7.2	19.4
African American	35	100.0	60.7	39.3	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	280	99.6	27.0	51.2	13.9	7.8	21.7
Disabled	71	100.0	68.1	27.5	2.9	1.4	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	351	99.7	36.1	46.0	11.5	6.4	17.9
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	346	99.7	36.6	46.0	11.0	6.5	17.5
<b>Socio-Economic Status</b>							
Subsidized meals	176	100.0	48.4	45.2	4.5	1.9	6.4
Full-pay meals	175	99.4	23.7	46.8	18.6	10.9	29.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	38.4	33.9	25.0	2.7	27.7
	7	104	100.0	35.6	43.6	16.8	4.0	20.8
	8	99	99.0	19.8	50.0	28.1	2.1	30.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	33.0	38.8	23.3	4.9	28.2
	7	121	98.4	23.4	54.2	19.6	2.8	22.4
	8	112	100.0	33.0	45.6	15.5	5.8	21.4
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	115	100.0	24.1	43.8	23.2	8.9	32.1
	7	104	100.0	37.6	37.6	11.9	12.9	24.8
	8	99	100.0	33.0	57.7	8.2	1.0	9.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	21.4	46.6	22.3	9.7	32.0
	7	121	99.2	22.4	51.4	12.1	14.0	26.2
	8	112	100.0	53.4	36.9	7.8	1.9	9.7
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	34.0	36.9	13.6	15.5	29.1
	7	121	99.2	27.1	43.9	16.8	12.1	29.0
	8	112	100.0	52.4	35.0	7.8	4.9	12.6
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	40.8	41.7	13.6	3.9	17.5
	7	121	99.2	29.0	57.0	7.5	6.5	14.0
	8	112	100.0	38.8	38.8	13.6	8.7	22.3

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 345)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	18.8%	15.5%
Retention rate	2.5%	Down from 5.4%	3.0%	3.0%
Attendance rate	95.3%	Up from 94.8%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 8.2%	4.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 4.7%	4.2%	4.6%
Eligible for gifted and talented	13.2%	Down from 14.6%	18.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.2%	Up from 19.9%	13.8%	13.6%
Older than usual for grade	4.9%	Up from 1.9%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 18)</b>				
Teachers with advanced degrees	61.1%	Down from 63.2%	50.8%	51.8%
Continuing contract teachers	83.3%	Down from 89.5%	80.2%	78.1%
Highly qualified teachers	88.2%	Down from 93.3%	90.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	4.8%	6.0%
Teachers returning from previous year	88.9%	N/A	87.3%	85.4%
Teacher attendance rate	94.7%	Up from 94.5%	95.2%	94.9%
Average teacher salary	\$41,678	No change	\$41,566	\$41,328
Prof. development days/teacher	10.1 days	Down from 10.8 days	11.5 days	11.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	25.9 to 1	Up from 21.1 to 1	22.1 to 1	21.3 to 1
Prime instructional time	89.1%	Up from 87.9%	89.5%	89.3%
Dollars spent per pupil*	\$5,320	Up 0.8%	\$5,853	\$6,022
Percent of expenditures for teacher salaries*	61.4%	Down from 66.4%	61.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hickory Tavern Middle School is a 6th-8th grade school implementing a true middle school concept. We offer a five-block schedule with students in language arts, math, science, social studies, and exploratory courses on a daily basis. We feel this promotes an intensive and enriching environment for the progression of our students in academics as well as in social areas.

Our students have been exposed to a "Balanced Literacy Approach" through the implementation of Marie Clay's "Observational Survey" techniques. Teachers assess reading levels on a regular basis. This provides an on going assessment of the reading abilities of students and targets areas that need to be addressed for improvement. The Observational Survey along with our "Write From the Beginning" writing program has enabled our teachers to implement proper writing strategies and techniques for more quality and meaningful writing across the curriculum. Coupled with the use of "Thinking Maps," our teachers have expressed the view that they can now better understand how to identify strengths and weaknesses in student writing and how better to address those areas.

Our school district has contracted with Northwest Evaluation Association to assess students using their online Measurement of Academic Progress (MAP) in the areas of reading, language usage, math, and science. Students are assessed in fall, winter, and spring to determine progress made in those areas and to better help target areas which need improvement.

This has provided invaluable data which enables our teachers to differentiate instruction to better meet all student needs. From this data, students can be organized into performance groups during a daily time we refer to as Panther Academy. During this time students are taught on their instructional level in all subject areas to better prepare them for PACT.

Along with these programs, we have introduced standards-based curriculum guides in each core subject with plans and strategies to better instruct students in the standards on their grade level. This is a key organizational tool which will ensure more efficient instruction.

The faculty, students, parents and community members of Hickory Tavern Middle School support the efforts made during the 2004-2005 school year, and believe these will have a positive effect on the academic achievements of our students this year and in the future.

John K. Hendricks Jr., Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	105	88
Percent satisfied with learning environment	100.0%	76.2%	87.2%
Percent satisfied with social and physical environment	100.0%	84.8%	86.0%
Percent satisfied with school-home relations	76.2%	80.6%	70.6%

\*Only students at the highest middle school grade level at this school and their parents were included.